



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto  
***KULTŪROS PAVELDAS IR TURIZMAS PROGRAMOS***  
**(621V72002)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
***OF CULTURAL HERITAGE AND TOURISM (621V72002)***  
**STUDY PROGRAMME**  
at Vytautas Magnus University

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kultūros paveldas ir turizmas</i>
Valstybinis kodas	621V72002
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Paveldo studijos
Studijų programos rūšis	Universitetinės
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Paveldosaugos magistras
Studijų programos įregistravimo data	2001-08-02

## INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Culture Heritage and Tourism</i>
State code	621V72002
Study area	Humanities
Study field	History and Theory of Arts
Kind of the study programme	University studies
Level of studies	Second
Study mode (length in years)	Full-time (2)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Heritage Studies
Date of registration of the study programme	02-08-2001

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

On Wednesday 10th October 2012 - following analysis of the programme's Self-evaluation Report (SER) and the preparation of Preliminary Reports - the Experts team (Prof. Atis Kampars, Prof. Wojciech Bałus, Dr. Egle Jaškūnienė, Dr. Ramunė Balevičiūtė, Justas Bujokas) visited Vytautas Magnus University: Department of Art History and Criticism at the Faculty of Arts.

The visit to the University and Faculty involved meetings with the following groups:

1. The staff responsible for preparation of SER;
2. The Teaching staff;
3. The Students;
4. The Alumni;
5. The Employers.

Site visits to the physical resources (lecture-rooms, library, galleries, etc.) were conducted during the course of the day. The Expert team also had the opportunity to observe lectures and theses produced by the students to assess the level and quality of the work.

All the people involved in the accreditation process were very positive, co-operative and engaged fully in the process and the team was fully supported by a competent translator for sessions when it was needed. The Expert team was accorded a professional and very hospitable welcome. The team wished to encourage an open, constructively critical discussion with all concerned, and the level of involvement by those they encountered during the visit greatly enhanced the efficiency of the work that was carried out.

The Expert team has to draw attention that a number of institutionally similar conclusions will be repeated in different final reports.

The Expert team would like to extend its appreciation and warm thanks to everyone involved in organizing the event and those participating in the meetings.

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

The Master study programme's Culture Heritage and Tourism programme aims are „...to prepare masters in heritage research studies, who are of high qualification and broad erudition, think critically...” (SER page 5).

The system of learning outcomes of the Art History and Criticism master programme have features common with the common system of the Vytautas Magnus University. The course descriptions accounts for learning outcomes of all levels: study programme outcome, course outcomes and criteria of learning achievement evaluation. This academic method is assessed as a good practice that demonstrates a clear sequence and internal relations between the aims, the objectives and methods of studies. However, the distinction between the knowledge and skills is not clearly shown - course descriptions explain only the general outcomes and more explicit formulations on the variety and levels of criteria would be advisable.

The programme aims and learning outcomes are publicly accessible in the internet on the web side of VMU.

The programme aims and learning outcomes are orientated to the developing of the academic skills of the students and to prepare them for the practical job. However the University has not carried out the detailed market researches - according to the social partners the demand for specialists in cultural heritage and tourism is high.

Expected abilities of the graduates in culture heritage field are described as the following competences:

- 1) To assess in the context of social, historical and cultural phenomena,
- 2) To have relations with world theory and practice,
- 3) To have abilities to administer the area independently and professionally,
- 4) To work and perform research responsibly, thoroughly, independently and cooperate efficiently
- 5) To acquire necessary knowledge for tourism,
- 6) To manage efficient publicizing to local and foreign tourists and specialists,

Principle to project the system learning outcomes to definite professional duties is an effective way how to interconnect professional competences with the academic ones.

The Vytautas Magnus University applies its own model of learning outcomes which corresponds to the common principles used in Lithuanian higher education.

There are three levels of formulations: the study programme outcomes, the course outcomes and the criteria of learning achievement evaluation. Although the Team find this system as intelligible method how to arrange and describe the content of the programme, more precise division in knowledge and skills would be welcome.

The interconnection of the learning outcomes with related study subjects seems logical approach how to express the content of the intended competences. Still there are a number of cases where the same study subject is assigned for several programme outcomes, for example, subject 'Urban Heritage and Tourism' is assigned to the following programme outcomes: 'to relate cultural

heritage manifestation forms with social, societal, historical phenomena and processes in Lithuania and the world,' 'to analyse Lithuanian culture heritage of various periods in international context', 'to summarise research in heritage studies and tourism objects, phenomena and processes' (SER page 5-6)

The nominal of the programme Culture Heritage and Tourism directly reflect the title of degree Master in Heritage Studies providing precise information on the content of the programme. Representatives of the programme preparation group confirmed that the new name of the programme allows also better composition of the content. The same can be said about the system of the learning outcomes where programme's, course and learning achievements are arranged in logical relations.

In cooperation with the labor market the VMU provides students with opportunity to be awarded with additional professional document – the license of the tourism guide. This qualification document (not mandatory) seems very important for young graduates to get the workplace right after the graduation. This is understood by the team of experts as an example of good practice of external cooperation with the professional field.

## ***2. Curriculum design***

The study curriculum meets legal requirement of the Lithuanian state – its volume is 120 ECTS in two full-time study years and the types of subjects (obligatory, optional, graduation work) are also grouped and accounted in accordance with the related legislation.

The design of the study curriculum reflects traditional academic approach – there are typologically defined groups of subjects (obligatory, elective), but no study modules as a thematically joined units of subjects exist at the moment. Although this type of study plan may produce good knowledge and skills, it has to be pointed out that this design does not automatically support inner holistic structures of the curriculum.

During the meetings experts have learned that the university is planning to establish modular organizational principles as a part of gradual transition to the ECTS system what indicates the ongoing improvements at the Department of Art History and Criticism at the Faculty of Arts.

The programme is structured to provide the broad education in the field of culture heritage (architecture and urbanism, historical monuments and archaeology) and tourism (cultural tourism, tourism infrastructure system) at the second cycle of studies and has no repetitive character.

The curriculum is coherent; the sequence of subjects is logic. Courses are balanced in thematic aspect - no individual course or course group prevails. The dissemination of credits is very even

– 6 ECTS for each of subject; there are 5 subjects planned for studying in a semester – this is a reasonable load of studies. Distribution of credits seems simplified and leaves some doubts about its rationality – the electives might be of a smaller volume but of a larger variety to provide better opportunities to select the courses upon student's particular interests.

The content, the scope and thematic structure of the studies relate to the requirements of the second cycle of higher education studies.

The overall structure of content is consistent and provides both core knowledge and insight to related information. In the proceeding model of the programme (by 2007) the subject of Law and Practice of Cultural Value Preservation existed but this subject was excluded after 2007. Thematically closest actual (since 2011) subject is Cultural Policy but it belongs to the group of optional courses and the content of it does not allow to conclude that definite information on the legislation on Lithuanian cultural policy is provided there. This aspect throws some doubts how well-equipped are the graduates entering the professional field.

There are 2 mandatory research projects and 1 out-school Practice of Heritage Preservation and Tourism – altogether 18 ECTS that makes approximately 16% of the study subjects excluding Master's final work. The presence of subjects with application of knowledge and skills should be of a greater amount – students also indicated at a narrowly understood practical content of the subjects where the focus is only at one part of the content - architecture.

The content of subjects is generally appropriate for the achievement of the intended learning outcomes. Teaching forms and methods are typical for the traditional humanistic type of studies. There are lectures (narration, explanation) and seminars. Subjects include a respective part of time for seminars. Active study methods predominate in seminars, i.e. group discussions and presentations. The students' representatives confirmed that there are modifications made to the programme and the teamwork is a supported method of studies.

Group of 'optional subjects' is understood as a number of listed courses. This aspect should be especially reconsidered in the wider context of existing university subjects and the needs of independent MA studies.

Also there are no direct indications that implementation of systemic interdisciplinary studies has already started – it is understood by the academic personnel as a students' possibility to make a choice and inclusion of the management studies in the curriculum. The Expert team regards interdisciplinary as an important aspect of master studies because the concept on culture heritage by its definition is an interaction of different fields of humanities, arts and social sciences.

There is a regulation at the VMU allowing assessing and recognizing achievements acquired in non-formal and informal way. However the concept and importance of independent studies is not properly judged by the academic leaders of the VMU – at this moment it is mainly understood as

a part of planned study courses (or a 'homework'). This aspect needs to be considered by the Department of Art History and Criticism and the Faculty of Arts.

The scope of the programme reflects the aims, but the leaders of the Department should think about the possibility to arrange more specialized content including subjects on legislative issues for mandatory group of subjects. There might be also a need to add issues on landscape architecture to develop competences to evaluate reconstruct and communicate environmental objects.

The overall aim of the programme "high qualification, broad erudition, thinking critically" has to be fulfilled also by inviting guest lecturers from other Lithuanian universities or abroad and by arranging open type of elective studies – students' representatives described their studies as somewhat limited ('small box') that indicates at insufficient academic or professional relations outside the Department.

The programme shows the presence of subjects that provide modern and contemporary information of the academic and professional field. The list of literature is updated with new publications.

### **3. Staff**

The teaching staff consists of 13 full-time teachers and 5 part-time teachers. The ratio of full time/part-time teachers and the ratio of professors (16.6%) / docents (44.44%) comply with the legal requirements.

Taking into account the average number of students (approx. 35 persons) matriculated in the programme, the existing staff (18 persons) can provide high teaching standards, expertise and individual approach.

All 18 teachers (except one assistant) have scientific degrees and are permanently involved in the process have scientific research.

The teaching staff consists of the specialists in the history of art and architecture, cultural heritage in various fields (urbanism, historical monuments, architecture and archaeology). Taking into account the scientific activities of the staff members (publications, monographs, deliver presentations in national and international conferences; participate in expert activities) the intellectual resource is fully sufficient to ensure learning outcomes (SER page 14).

There are 18 teachers (13 full-time and 5 part-time) - this amount of staff members is sufficient to provide both regular lectures and the tutoring duties necessary for planned achievements of the Master's programme.

The age distribution of all teachers who teach obligatory and optional subjects is as follows:



- 44.44% of teachers are 30–40 years old;
- 22.22% of teachers are 40–50 years old,
- 22.22% of teachers are 50–60 years of age,
- 11.11% of teachers are over 60 years of age (SER page 13).

The age composition of the teaching staff looks positive – the younger generation makes almost a half of the total amount that allows concluding that teaching and research practices have a positive continuity in the future.

Almost all teachers do scientific work and participate in academic and professional events.

Since 2008 teacher qualification development enhancement system has been implemented at VMU. Following the order of the Senate, staff representatives once in five years teachers can be exempted from pedagogical work due to research or scientific, arts or pedagogical qualification improvement. Teachers also can have additional payments for scientific activity exceeding the regular norms (SER page 19).

Teaching staff of the programme teachers perform their scientific research work at the VMU scientific center and also in scientific centers-clusters of VMU (“Research in Lithuanian Art and Culture Heritage Identity”, “Intercultural Art Exchange Research in East and Middle Europe: global contexts and local practices”, “Interdisciplinary Cluster of Cities”, “Research in Migration and Diaspora”) (SER page 15).

The themes of scientific research, in general, are closely related to the content of the programme so students can have direct feedback from scientific and practical research activities of their teachers.

#### ***4. Facilities and learning resources***

The VMU library has three delivery rooms, 11 reading rooms and a phonotheque. There are 476 workplaces in the reading-rooms, whereof 72 are computerized and 6 workplaces for listening to audio records. The computers software includes the Internet and intranet, scientific data bases and catalogues.

There are 9 lecture rooms at the disposal – this amount seems sufficient because each of the auditoriums can provide enough of space for a group of Culture Heritage and Tourism programme students.

Premises for studies are sufficient and appropriate for Master studies in general terms. However it should be considered that Master’s study process demands more of a ‘private space’ for concentration on the research themes.

Practically all VMU auditoriums are equipped with the necessary multimedia equipment: a computer, speakers, a projector, a screen. The rooms have access to wireless internet of a satisfactory quality.

The Faculty of Arts provides employees with computers, scanners, printers and copying machines services. Students can access these services in other units of the VMU. At present, the units of the VMU have 40 copying machines and 25 machines are being leased (SER page 21).

Central e-mail and virus filtrating server is installed at the VMU - the central university, dormitory and reading room firewalls operate to observe network flows and notice computers infected by viruses (SER page 21).

The Department has well-established partnership with professionals of the heritage protection and museums field so the study practices (Practice of Heritage Preservation and Tourism) can be effectively performed thereof.

The Department also has remarkable resource for practical studies – the journal where students can explore their writing skills.

Teaching materials are accessible, of a good quality and amount. Library resource proves that there are all necessary resources for both specialized and academic research. The variety of periodicals (both printed and electronic) is sufficient to learn about the actual problematic of the field of culture heritage.

The premises are in a good condition and can serve student's needs to fulfill the study tasks as well as their independent research. The Faculty of Art has also a small local 'reading room' (formally a part of the central library) with basic study literature (an important part is comprised of study books and methodological publications written by VMU teachers related to subjects taught in the Art History and Criticism programme) and a mediateque - more than 200 video and DVD records of theatre performances. This compact yet concentrated intellectual resource within an easy reach indicates at positive and efficient academic practice.

The certain deficiency of learning tools to a large extent is reimbursed by full-text databases subscribed by the University Library providing access to the most recent scientific publications or books.

## ***5. Study process and student assessment***

Admission to the Master studies is performed in accordance with the national legislation. Students are admitted to the programme via public competition under condition that they meet the general requirements of admission to the second cycle university programme: have graduated

the first cycle (Bachelor's) studies and have a qualification diploma in humanitarian or social study area (SER page 25).

However the Team of experts ascertains that there are certain constraints in student's admission – a limited number of study fields (Art, Humanities and Social Sciences area first cycle studies or equivalent, SER page 25) are compatible with Master studies of the Culture Heritage and Tourism programme. It has to be reviewed to provide open access for all possible candidates including those not having previous degree of a particular subfield.

The leaders of the programme are also advised to rethink the requirements of admission to provide an approach that demands the formulation of the MA thesis at early stage of the programme, recommendable at the beginning of the second study semester.

The whole process of studies is properly organized to guarantee the attainability of learning outcomes. The composition of the courses in the obligatory and elective groups follows the common organizational pattern of the second cycle of studies; study subjects are evenly allocated in the curriculum and assigned with similar number of credits.

The elaboration of the master's final thesis is well-regulated – there are guidelines and objectives to be realized in the thesis:

- Choice of research object or problem, relevant to culture heritage and tourism are and under-researched;
- Peculiar way of interpreting a research problem;
- Consistent research problem analysis;
- Presentation of original ideas and hypotheses, related to culture heritage preservation and /or management, and/or animation;
- Compliance with the principles of scientific research ethics, academic honesty and discreteness while citing;
- Qualitative public final thesis presentation and defense.

Master's final thesis is defended in a public meeting of qualification committee in accordance with the requirements for final thesis defense procedure. Theses are assessed on the basis of criteria assessed in didactical guidelines; advisor's and reviewer's comments are also taken into account.

The presence of study form that can be identified with the principles of 'independent learning' is not yet clearly reflected in the curriculum. This is a future task of the Department to establish such kind of learning environment that encourages master programme students initiative to develop their own ideas and fields of interest.

There are 2 research projects included in the curriculum with 6 ECTS for each of them. This form of studies provides access to the ideas and practices of the professional field. However the

whole resource is not explored yet and during the meeting with employers the Expert team has learned that there are still unused forms of possible collaboration between the Department and the professional institutions (museums and offices dealing with cultural heritage).

VMU also provides additional extra-curricular courses free of charge but students have to be better informed about this possibility and encouraged to use its benefits.

The number of outgoing Erasmus students is critically low only 3 students in the period from 2007 till 2011. There are no incoming Erasmus students at all. The true reasons of low activity should be investigated but the Team suggests that encouragement, assistance and guidance in finding foreign partners are very much needed.

Accessibility and variety of social support for Master programme students is sufficient and adequate. Students can have consultations in different University offices - the Office of Academic Affairs, the International Office and the Office of Student Affairs.

General assessment principles of students' performance are described in the 'criteria of learning achievements'. This information is accessible for students and exists as a system of reference-points. Still more detailed explanation on the gradual levels of learning achievements is needed.

There are several forms for student's study achievements' evaluation: colloquiums, tests, homework, projects, individual assignments, final examination.

The methods of assessment are also supported by comparatively flexible and democratic principles (colloquium: 15-35%, seminars, homework, practical work, tests, individual assignments: 15-35%) of accounting the 'constituents of evaluation' of the final grade (SER page 28).

The Master graduation work is defended in public and the list of themes of final theses demonstrates variety of student's interests.

The employers interviewed during the meeting confirmed that the programme's graduates are capable and educated employees. Although the field of Tourism seems to be an extension of the original field of studies (Cultural Heritage) its presence adds important aspects of practical application of theoretical knowledge. Additional guide's license can be issued as a supplementary document to the MA diploma.

In that sense the strategic decision of 2007 to reorganize the programme proves to be relevant in both academic and professional ways.

## ***6. Programme management***

Since 2007 the Culture Heritage and Tourism Master programme is a successor to university second cycle study programme Preservation of Cultural Valuables (registered in 2001) and is carried out by the Department of Art History and Criticism at the Faculty of Arts of VMU.

Teaching staff has been involved in quality monitoring, content revision, LO's establishing in connection with transfer to the ECTS in 2011. However the Team did not find clear indications to what extent the Master programme students were involved in the preparation of the self-evaluation report.

The efficiency of the proceedings of the VMU managerial system is good, still it need to be improved to provide better reflection of student's needs.

In accordance with the VMU regulation the Study Programme Committee carries out the internal self-evaluation every two years. In addition, representatives of the Study Committee and the Department discuss the important study issues at the end of each academic year.

All University departments have the same form of teaching quality assessment questionnaires (which are confidential). The academic society find them as very effective for determining the content of the subject, subjects' coherence, the effectiveness of teaching methods and for the evaluation of study outcomes (SER page 38).

VMU Centre for Quality Assessment conducts regular anonymous student surveys. On the basis of this information it is possible to assume the level of students' satisfaction with the study subjects, the teaching quality and teacher qualification.

However, the University should undertake more active role in organizing communication between the Department, employers and students. Also strategic data about the economic processes and information for students about possibility to join 'real' projects should be gathered by the administrative institutions of the VMU.

There is an evidence that information collected from the professional field and from the academic society (scientific cluster project) was used to reorganize the programme in 2007 and also the follow-up – the changes in the content of studies were performed in accordance with expert's suggestions (SER page 3). For example, comparing the study plans of 2007 and 2011 the number of obligatory subjects has increased from 7 to 12, two research projects were introduced, four new subjects on the field of Tourism are implemented thus creating balanced ratio between 'Heritage' and 'Tourism' subjects as 6 : 4 (SER pages 7, 9,10).

State's institutions of the Tourism industry are involved, interviews with graduates and Alumni Day meetings are held to gather information on various career-related issues. Employers who contact the Department provide verbal feedback and suggestions, which are of utmost importance.

The impact of collaboration with the specialists of the professional field to the Culture Heritage and Tourism programme is significant: the programme was reorganized and its title was changed in 2007, taking into account the changes in the Law of the Republic of Lithuania on Preservation of the Immovable Cultural Properties and demands for heritage management specialists.

The VMU has well-established and working quality monitoring system where the university provides overall guidance for local QA units – committees at the Departments where social partners are also involved.

Programme self-evaluations are performed each two years on the basis of methodology prepared by VMU Centre for Quality of Studies. The self-evaluation is carried out by the Study Committee, and the results are discussed in the Department and the Faculty Council. The Study Committee is consulted by the Centre for Quality of Studies, Office of Academic Affairs and Vice Rector for studies.

### III. RECOMMENDATIONS

1. More detailed descriptions on the criteria of learning achievements have to be elaborated – existing state of the course descriptions informs only about the general level of achievements avoiding explanation on the gradations of student's success.
2. Concentrated modules of specialty (core) subjects are to be established to arrange groups of content-related subjects instead of organization in accordance with obligatory or optional principles.
3. The whole academic offer of the Vytautas Magnus University should be actively explored to guarantee possibly broad choice of elective courses from the other related fields of studies.
4. Interdisciplinary principles should be discussed within the academic community to activate and modernize the academic performance of the programme and serve student's needs for specific knowledge.
5. International cooperation should be intensified by provision of better guidance and technical assistance for students. It also corresponds to the necessity to have visiting lecturers and some specialty courses taught in English.
6. More of practical aspects should be attached to the course content. The constant links with the field of professional activities will help to interconnect the academic plans with real professional projects.

7. The academic requirement should be introduced into the study regulations that the master's thesis should be proposed and confirmed within the first year of studies as the latest.
8. The content of the programme should reflect all possible activities of the professional field – this necessity has to be communicated by the Department to the stakeholders to learn about the variety of options and collect suggestions.
9. Admission requirements should be reconsidered by introducing requirement to present a master's study motivation paper. At the same time the admission principles should be flexible enough to avoid exclusion of those candidates not having previous degree in particular subfields of art.

#### IV. SUMMARY

The Vytautas Magnus University in Kaunas was re-established in 1989 to revive tradition of liberal and modern academic education in Lithuania. The University is united by its mission to provide higher education in accordance with classical traditions of artes liberales and broad humanistic concept of university education.

The Vytautas Magnus University (hereinafter – VMU) has 10 faculties: Arts, Catholic Theology, Economics and Management, Humanities, Informatics, Law, Natural Sciences, Political Science and Diplomacy, Social Sciences, Music Academy. There are 41 departments, 1 institute, 22 study and research centers, Multimedia laboratory, Psychological Clinic, Art Gallery 101. There are 1 institute and 7 university centers including Arts Centre and VMU Kaunas Botanical Garden. The whole structure of VMU conforms to classical standards of a university thus reflecting its mission to unify different fields of sciences.

In this context the presence of art studies at the University requires specific attitudes that lead the learning process towards intelligible accomplishments and critical thinking. In accordance with the common principles of the second cycle of studies the Culture Heritage and Tourism master's programme prepares highly qualified masters in heritage research studies equipped with broad erudition and being able to think critically.

The learning outcomes of the programme correspond to the ideas expressed through the aims - the content of subjects is appropriate for the achievement of the intended learning outcomes. The common VMU principles how to formulate 'study programme outcomes', 'course outcomes' and 'criteria of learning achievement evaluation' are effective form how to communicate those educational concepts to the students' community. Also the comparison of learning outcomes

with subjects of studies demonstrates methodical efforts to link systemic elements with the content of studies.

This programme is designed to provide acquisition of specific competences of the two thematic directions – research on culture heritage and the field of tourism. The self-evaluation report provides necessary substantiation that this composition can guarantee the provision of high standards of theoretical knowledge and abilities to act as a practitioners working in the field of culture heritage and tourism.

There are some contemplations as well – during the interviews with stakeholders it was learned that a number of opportunities are still not recognized, for example, the research on the artifacts of recent history, aspects of landscape as an object of cultural heritage or knowledge on the norms of actual legislation. The Department is advised to discuss and explore all accessible chances to serve the cultural environment in Lithuania.

Although the teaching methods and composition of the curriculum is typical for the traditional humanistic studies it has to be mentioned that the existing structure still has a number of features that moderate the initiative of students and academic capacities of the teaching staff – indistinct formulation on the ‘core subjects’ and an unclear interdisciplinary context. The formulation for ‘core subjects’ in the curriculum is ‘obligatory study subjects’ making the definitions of specialty less articulate. It is suggested to concentrate the central subjects of the specialization in a compact unit (or module of courses) and open the rest of the curriculum for interdisciplinary activities using the broad academic offer of the University. Also the teachers representatives indicated at the aspect that it seems somewhat complicated to them to start an interdisciplinary collaboration with the other Faculties of the VMU – this comment should be discussed in the academic institutions and with the administration of the University. The Department is also advised to discuss the possibility to introduce requirement for applicants to submit a motivation paper for master’s study – this method would provide access to the individual qualities of the candidates and enhance the possibilities of academic planning.

The nominal of the programme Culture Heritage and Tourism precisely corresponds to the title of degree Master in Heritage Studies. However, the Expert team has to point at the inconsistency – the name of the degree in the self-evaluation report’s (page 1) is shown as the Master in Heritage Research Studies. It was perceived as a simple technical inaccuracy, though the indication that the programme is about the ‘Research’ might change the viewpoint towards the whole content of the programme. This is very formal problem that should be solved out by the Department together with the administration of the VMU.



## V. GENERAL ASSESSMENT

The study programme Cultural Heritage and Tourism (state code – 621V72002) at Vytautas Magnus University is given **positive** evaluation.

*Study programme assessment in points by fields of assessment.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>18</b>

\*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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**VYTAUTO DIDŽIOJO UNIVERSITETO ANTROOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS *KULTŪROS PAVELDAS IR TURIZMAS* (VALSTYBINIS KODAS –  
621V72002) 2012-11-29 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-131 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Vytauto Didžiojo universiteto studijų programa *Kultūros paveldas ir turizmas* (valstybinis kodas – 621V72002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>18</b>

\* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

&lt;...&gt;

**IV. SANTRAUKA**

Vytauto Didžiojo universitetas (toliau - VDU) Kaune buvo atkurtas 1989 metais, siekiant atgaivinti liberalaus ir šiuolaikinio akademinio švietimo tradiciją Lietuvoje. Universitetą vienija

jo misija - pagal klasikinę *artes liberales* tradicijas ir plačią humanistinę universitetinio išsilavinimo koncepciją suteikti aukštąjį išsilavinimą.

VDU yra sudarytas iš 10 fakultetų: Menų, Katalikų teologijos, Ekonomikos ir vadybos, Humanitarinių mokslų, Informatikos, Teisės, Gamtos mokslų, Politikos mokslų ir diplomatijos, Socialinių mokslų ir Muzikos akademijos; taip pat universitete yra 41 katedra, 1 institutas, 22 studijų ir mokslinių tyrimų centrai, Multimedijos laboratorija, Psichologijos klinika, Dailės galerija „101“; taip pat VDU yra 1 institutas ir 7 universitetų centrai, įtraukiant Menų centrą ir VDU Kauno botanikos sodą. Visa VDU struktūra atitinka klasikinius universiteto standartus, kurie atsispindi jo misijoje - suvienyti įvairių krypčių mokslus.

Todėl meno studijos universitete reikalauja ypatingo požiūrio, kuris studijavimo procesą orientuotų į aiškius pasiekimus ir kritinį mąstymą. Pagal bendruosius antrosios pakopos studijų Kultūros paveldo ir turizmo programos principus, rengiami aukštos kvalifikacijos magistrantūros studentai, paveldo mokslinių tyrimų srityje pasižymintys plačia erudicija ir gebėjimu kritiškai mąstyti.

Programos studijų rezultatai atitinka tiksluose išsakytas idėjas - dalykų turinys yra tinkamas numatomiems studijų rezultatams pasiekti. Bendrieji VDU principai, kaip suformuluoti studijų programos rezultatus, dalyko rezultatus ir studijavimo pasiekimų įvertinimo kriterijus, yra veiksmingi siekiant perduoti švietimo sąvokas studentams. Studijų rezultatų palyginimas su studijų dalykais parodo metodines pastangas susieti sisteminius elementus su studijų turiniu.

Ši programa yra sukurta siekiant suteikti dviejų teminių krypčių specialias kompetencijas: kultūros paveldo mokslinių tyrimų ir turizmo srityse. Savianalizės suvestinėje pateikiamas būtinas pagrindimas, kad tokia struktūra gali garantuoti aukštus standartus atitinkančių teorinių žinių ir gebėjimų suteikimą, o tai leistų užsiimti praktine veikla kultūros paveldo ir turizmo srityse.

Yra keletas pastebėjimų: pokalbių su socialiniais partneriais metu išsiaiškinta, kad yra nemažai vis dar neišnaudotų galimybių, pavyzdžiui, dabartinės istorijos istorinių įrankių tyrimas, kraštovaizdžio, kaip kultūros paveldo objekto, aspektai, ar žinios apie galiojančių įstatymų normas. Katedrai rekomenduojama apsvarstyti ir išnagrinėti visas esamas galimybes, kaip puoselėti Lietuvos kultūrinę aplinką.

Nors dėstymo metodai ir studijų turinio struktūra yra būdinga tradicinėms humanistinėms studijoms, reikėtų paminėti, kad dabartinė struktūra vis dar turi daug bruožų, kurie apriboja studentų iniciatyvą ir dėstytojų akademinis gebėjimus: neaiški „pagrindinių dalykų“ formuluotė ir neaiškus tarpdalykinis kontekstas. Studijų turinyje pagrindiniai dalykai formuluojami kaip privalomi studijų dalykai, o tai specialybės aprašus daro ne taip aiškiai apibrėžtus. Siūloma pagrindinius specializacijos dalykus sujungti vienoje dalyje (arba dalykų modulyje), o likusią

studijų turinio dalį siūlyti kitoms studijoms ir išnaudoti plačią universiteto akademinę pasiūlą. Dėstytojų atstovai nurodė, kad jiems pakankamai sunku pradėti tarpdalykinį bendradarbiavimą su kitais VDU fakultetais. Šis komentaras turi būti apsvarstytas akademinėse institucijose ir su universiteto administracija. Katedrai patartina apvarstyti galimybę įtraukti reikalavimą kandidatams pateikti motyvacinį laišką stojant į magistro studijas. Toks metodas suteiktų galimybę išsiaiškinti individualias kandidatų savybes ir pagerintų akademinio planavimo galimybes.

Kultūros paveldo ir turizmo programos pavadinimas tiksliai atitinka magistro paveldo studijų laipsnio pavadinimą. Tačiau ekspertų grupė norėtų atkreipti dėmesį į neatitikimą: savianalizės suvestinėje (1 puslapis) laipsnio pavadinimas yra „Paveldo tyrimų magistras“. Tai buvo įvertinta kaip paprastas techninis netikslumas, nors užuomina, kad programa skirta moksliniams tyrimams, gali pakeisti požiūrį į visą programos turinį. Tai labai formali problema, kurią katedra turėtų išspręsti kartu su VDU administracija.

### **III. REKOMENDACIJOS**

1. Turėtų būti išsamiau aprašyti studijavimo pasiekimų kriterijai – dabartiniai dalykų aprašai informuoja tik apie bendrą pasiekimų lygį, tačiau nepaaiškina studento įvertinimų balų.
2. Turėtų būti nustatyti koncentruoti (pagrindiniai) specialybės moduliai, sugrupuojant į turiniu grindžiamus dalykus, o ne laikantis privalomumo arba pasirenkamumo principų.
3. Turėtų būti kruopščiai išnagrinėta visa Vytauto Didžiojo universiteto akademinė pasiūla, siekiant užtikrinti platesnį pasirenkamųjų dalykų spektrą iš kitų susijusių studijų sričių.
4. Akademinė bendruomenė turėtų apsvarstyti tarpdisciplininius principus, siekdama suaktyvinti ir modernizuoti programos įgyvendinimą bei patenkinti studentų poreikius įgyti specifinių žinių.
5. Tarptautinis bendradarbiavimas turėtų būti aktyvesnis, suteikiant studentams geresnes rekomendacijas ir techninę pagalbą. Tai atitinka poreikį pasikviesti dėstytojus ir kai kuriuos specialybės dalykus dėstyti anglų kalba.
6. Dalyko turinyje turėtų būti daugiau praktinių aspektų. Nuolatiniai ryšiai su profesinės veiklos sritimi turėtų padėti sujungti akademinis planus su realiais profesiniais projektais.

7. Į studijų nuostatus turėtų būti įtrauktas akademinis reikalavimas, kad magistro baigiamasis darbas turėtų būti pasiūlytas ir patvirtintas ne vėliau kaip pirmaisiais studijų metais.
8. Programos turinyje turėtų atsispindėti visa galima veikla profesinėje srityje – apie tai katedra turėtų informuoti socialinius partnerius, išsiaiškinti įvairias galimybes ir surinkti pasiūlymus.
9. Priėmimo sąlygos ir reikalavimai turėtų būti persvarstyti įvedus reikalavimą pateikti magistro studijų motyvacinį laišką. Taip pat, priėmimo principai turėtų būti pakankamai lankstūs, kad nebūtų atmesti tie kandidatai, kurie neturi anksčiau įgyto laipsnio meno srityse.

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Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso<sup>1</sup> 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė,  
parašas)

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<sup>1</sup> Žin., 2002, Nr.37-1341